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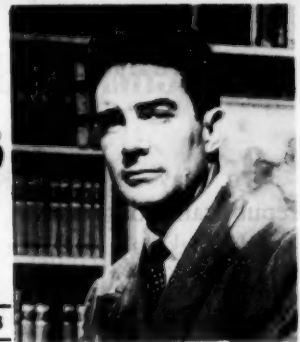
Dan Smoot Report

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DAN SMOOT

UNESCO

Several months ago, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) moved into its new international headquarters building in Paris, France — a building which has been described as,

“a three-million-dollar modernistic palace, featuring a 400 square-foot Picasso mural which exposes the world’s largest navel on a reclining figure of undeterminable sex.”

Nothing could more accurately symbolize UNESCO than such a mural: degenerate ugliness parading as beauty; confusing nonsense posing as something meaningful. And Picasso was the right man to paint this perversion of art for UNESCO: Picasso, the foremost communist ‘artist’ in the western world, is dedicated to a political and economic system built on human slavery, but advertises himself as one who believes in freedom for the human spirit.

With such an image of UNESCO before us, we might logically conclude that the history of this organization has been a record of futility. Not at all!

UNESCO has failed to make any advance at all toward peace on earth, its *advertised* objective; but it has been remarkably successful in its *real* objective, that is, helping propagandize the people of America into acceptance of world government. Witness the fact that on February 19, 1960, Christian A. Herter, American Secretary of State, announced a plan for world government as the only hope for peace on earth and revealed that the American government would support such a plan during disarmament conferences with the Soviet Union (and other nations) in 1960.

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BEGINNINGS OF UNESCO

On May 22, 1945, Karl E. Mundt (then a republican congressman, now a senator, from South Dakota) introduced a House Resolution (215) urging American participation in an international educational and cultural organization.

On May 24, 1945, Senators Robert A. Taft (republican, Ohio) and J. William Fulbright (democrat, Arkansas) jointly introduced Senate Resolution 122, which says:

"Whereas the future peace and security of the American and of all other peoples rest upon the achievement of mutual understanding among the peoples of the world: Now, therefore, be it

"Resolved, that the Senate of the United States urges the participation by the Government of the United States in the organization by the nations of the world of a permanent international organization for educational and cultural affairs, for the purpose of advising together and considering problems of international educational and cultural relations throughout the world, and more particularly for the purpose of organizing a permanent international agency to promote educational and cultural relations and the encouragement within each country of friendly relations among nations, peoples, and cultural groups; provided that such agency shall not interfere with educational systems or programs within the several nations, or their administration."

Fulbright's sponsorship of Senate Resolution 122 is understandable, because Fulbright consistently supports the principle that *government* should be in control of all the affairs of men.

But Karl Mundt and Robert Taft understood the old American principle that governmental meddling in the affairs of men must be kept to an absolute minimum. Those two American political leaders, who knew that it is a dangerous violation of American constitutional principles to let even our own federal government intervene in the private affairs of men, took the lead in urging our government to participate in an *inter-*

national governmental agency, for the purpose of "promoting" such intimate and private affairs as cultural, social, and educational activities!

Another odd thing: the resolutions which Karl Mundt and Robert Taft sponsored are predicated on an obvious fallacy—that wars occur because people do not understand each other. This fallacy became the keystone of the whole UNESCO structure.

Throughout all UNESCO literature is the central theme that poverty, ignorance, and disease are the basic causes of war, and that, therefore universal peace can be achieved only if everyone on earth is healthy, prosperous, and educated to "understand" everyone else!

UNESCO'S sole justification for its own existence is the assumption that if the people of the world could be brought to a common cultural, economic, and educational level, the world would have no more wars.

The assumption is absurd.

Illiterate, backward, and impoverished people have never (in modern times, at least) started or fought a major war. The most terrible wars in history were waged by nations with relatively high educational and living standards—by nations which had plenty of international understanding of each other.

Both Germany and England have high educational standards. It would be quite impossible for two foreign nations to have a more thorough understanding of each other than Germany and England had when they fought as bitter enemies in two world wars.

None of this is to argue against education and international understanding. It is merely to point out that education and international understanding, unless they are leavened with Christian love—with the teachings of the Prince of Peace—will not prevent war. And UNESCO programs, substituting government for God, are necessarily atheistic.

In UNESCO literature you will find no reflection of the American philosophy of limited government, no slightest tinge of the old American notion that human rights come from God and must be protected from government. You will find, however, that UNESCO, under the guise of promoting international understanding, has rendered invaluable service to communism by spreading the basic doctrines of Marxian socialism.

It is understandable that the United States Senators and Congressmen in May, 1945, could not readily perceive these things which now seem so obvious. UNESCO was formed before Congress knew about the network of Soviet spies who held important jobs in the United States government.

Later investigations by the Senate Internal Security Subcommittee revealed that Alger Hiss in the State Department and Harry Dexter White in the Treasury Department (both later exposed as Soviet agents) were the principal architects of UNESCO. Hiss was in charge of "international organizations" in the State Department; and he worked closely with White, who was a ranking official (ultimately Assistant Secretary) in the Treasury Department. It now seems obvious that Hiss and White planned the international conferences which brought UNESCO into being, selected the American delegates (largely, communist-fronters) to those conferences, and wrote the directives.

It now seems apparent that communists inside our own government had done all the groundwork long before the State Department asked Congress to approve American participation in an 'international cultural and educational organization.'

The Constitution of UNESCO was approved by a United Nations Conference in London on November 16, 1945; on July 30, 1946, President Harry Truman signed Public Law 565 authorizing United States membership in UNESCO; and on November 4, 1946, a sufficient number of nations having joined, UNESCO formally came into existence.

U.S. NATIONAL COMMISSION

Congress authorized the United States National Commission for UNESCO, an official agency whose purpose is to create, and hold together, public support for UNESCO. The President appoints the Chairman of this Commission. The State Department acts as co-ordinator and pays the bills. The membership of the United States National Commission for UNESCO consists of representatives from labor unions, the National Council of Churches, the National Education Association, the United States Chamber of Commerce, and so on — in all, a long list of some of the most powerful and influential organizations in America.

One major organization which has resisted all State Department pressures to join the U. S. National Commission for UNESCO is the American Legion. In fact, during its annual convention in Miami in 1955, the American Legion formally passed a resolution saying:

"Resolved, that the American Legion urges Congress to repeal the law creating the United States National Commission for UNESCO and its Secretariat; and that Congress deliver mandates to all Administrative Departments of the United States Government to desist from further dissemination of UNESCO and United States National Commission for UNESCO materials, reports and programs within the territorial jurisdiction of the United States."

UNESCO LEADERS

In the beginning, UNESCO supporters were

outspoken about their aims: they were going to revamp the educational system of America, remove all old-fashioned notions of patriotism and individualism from the minds of the American people, and indoctrinate them with the right kind of 'international understanding' to prepare them for world government.

For example, in 1948, the State Department distributed a four-page pamphlet entitled "UNESCO LEADERS SPEAK: Excerpts from Addresses by Members of the U. S. National Commission for UNESCO on the programs in the U. S. and Abroad."

The first "excerpt" was from a talk by Dr. Milton S. Eisenhower, then Chairman of the U. S. National Commission for UNESCO. Dr. Eisenhower called his speech "Peoples Talking to Peoples." These quotations give the gist of his talk:

"Force by itself is helpless to achieve, much less maintain, a world government. Ideas by themselves are equally helpless. It is only when the two are joined together that any genuine order, an order with any permanence, may be achieved.

"What is needed, then, is a new and realistic balance between the ideal and the forceful, the Powerful and the Persuasive . . .

"It is in this light that we should view our latest attempt to create, out of international anarchy, a true world government. . . .

"Every member of the United Nations has accepted, in theory, the principle that the United Nations must be able to impose military sanctions in order to keep the peace — which is to say that every member is committed in theory to the sacrifice of *individual* sovereignty of the group. Thus far, it is all theoretical of course But even the theoretical commitment to limited sovereignty marks, I think, a considerable advance in our progress toward effective and orderly world government."

Practically every official "UNESCO leader" spoke in the same vein in those days. A few thoughtful people complained about such tax-supported propaganda for world government. State Department officials would merely denounce

the complainers as reactionary isolationists and deny that UNESCO was promoting world government. They still answer patriots' complaints in the same way. They never explain how it is that men like Milton Eisenhower do not *mean* world government when they *say* world government; and they never explain whom their "UNESCO leaders" are speaking for if they are not speaking for UNESCO!

Generally, however, such speeches as those of Dr. Eisenhower (though numerous and distributed by the tons through State Department facilities at taxpayers' expense) were ignored or shrugged off as grandiloquent nonsense — in the early days of UNESCO. But UNESCO came of age rather fast.

TOWARDS WORLD UNDERSTANDING

In 1949 UNESCO published a set of ten booklets. All ten booklets bear the general title, *Towards World Understanding: A Series of UNESCO Publications for Teachers*. In addition to the general title, each booklet bears its own particular title.

UNESCO booklet Number 1, in the series *Towards World Understanding*, is entitled *Some Suggestions on Teaching About the United Nations and its Specialized Agencies*.

Page 5:

"One of the chief aims of education today should be to prepare boys and girls to take an active part in the creation of a world society based on peace and security and a fuller life for every human being."

"(The United Nations) . . . is the great contemporary effort, on an international, governmental scale, to move towards a world society."

"Moreover, what is taught in the schools today can help to develop intelligent public opinion

and support, without which the United Nations cannot succeed."

Page 8:

"Much of the teaching will no doubt be carried on in regular (school) classes. There are a number of other ways, however, in which the United Nations and its Agencies can be presented to students. . . ."

Some of the recommended 'ways' are: Bulletin boards or wall news sheets; Assemblies; Clubs and study groups; model assemblies; school publications; school library; contests, celebrations; pageants and festivals; trips; international voluntary work camps and reconstruction projects; exhibits and visitors.

UNESCO booklet II is called *The Education and Training of Teachers*. On page 22, the teacher is told:

"... we must do several things better than we have ever done them before. In particular, this means better teaching of the social studies.

"In his *Principles of Social Reconstruction*, Bertrand Russell roundly condemns history teaching everywhere: 'History in every country is so taught as to magnify that country; children learn to believe that their own country has always been in the right and almost always victorious, that it has produced almost all the great men, and that it is in all respects superior to other countries . . . the false ideas as to the history of the world which are taught in the various countries are of a kind which encourage strife and serve to keep alive a bigoted nationalism.'"

Page 28, records some recent changes in 'teacher education' and calls attention to "A shift in emphasis from subject-teaching to the needs of the child.": New developments in teaching technique are recommended:

- "(a) Emphasis on child growth . . . rather than general education
- (b) Increased contact with and study of children out of school
- (c) Re-organization of college curriculum
- (d) Substantial reduction in subjects
- (e) Increased 'free time' to allow students to

work on projects. (f) Greater independence for students during working hours."

A new 'Activity Method' of teaching recommends:

"(a) Increased participation by students in planning courses (b) Increased opportunity for students to evaluate and criticize all aspects of work (and) efficiency of tutors. (c) Greater freedom in choice of subjects. (d) Use of last few weeks of school year for experiments . . . handled largely by students. (e) Allocation of working time for student clubs (f) In general, a tendency to abandon rule from above in favor of democratic cooperation between staff and students."

The recommended changes conclude with the observation:

"The old, academic, subject-dominated type of training is rapidly being displaced by a training aimed at the personal as well as professional development of the teacher and effective citizen."

A close look at what has happened to American schools in recent years shows that the aims of UNESCO and the changes which have been made in our schools are remarkably similar.

In 1945, Congress, in authorizing American participation in UNESCO, specifically prohibited that agency from interfering with educational systems or programs. In 1949, "A Series of UNESCO Publications for Teachers" blueprinted a revolution in American schools. The blueprint has obviously influenced (that is, interfered with) many school systems in the United States; but UNESCO supporters indignantly deny the facts; and Congress ignores the violation of its own law.

Booklet IV in the UNESCO series is entitled *The United Nations and World Citizenship*. Page 6:

"World-wide organization for the conduct of human affairs is therefore essential. No teacher with a sense of realism and even an elementary knowledge of world affairs will ignore this basic need or be indifferent to its consequences for

education. World machinery is required: and human beings with the right outlook are required to utilize it or to insist that it be utilized. The educator thus has a double task: to teach about the machinery of world co-operation and to foster the growth of the spirit that will make it function. Education has, in short, the urgent duty to develop informed and competent world citizens."

UNESCO booklet V, *In the Classroom with Children Under Thirteen Years of Age*, on Page 9:

"The kindergarten or infant school has a significant part to play in the child's education. Not only can it correct many of the errors of home training, but it can also prepare the child for membership, at about the age of seven, in a group of his own age and habits—the first of many such social identifications that he must achieve on his way to membership in the world society."

Page 58:

"As long as the child breathes the poisoned air of nationalism, education in world-mindedness can produce only rather precarious results. As we have pointed out, it is frequently the family that infects the child with extreme nationalism. The school should therefore use the means described earlier to combat family attitudes that favor jingoism."

Booklet VI bears the title, *The Influence of Home and Community on Children Under Thirteen Years of Age*, and, on page 46, denounces private ownership of homes:

"The division of land into small lots interspersed with municipal parks has very little future, if real family needs are taken into account, and the monopolization of a special area of land by a restricted category of families or individuals has even less. Future town planning must include housing projects large enough to provide for the full range of community life."

The late Ruth Benedict (an American with a colorful record of association with communism) prepared for UNESCO a paper listing the kind of intimate information about children and their

parents which UNESCO scholars and teachers should obtain.

Much of Miss Benedict's discussion (in Booklet VI) is too obscene to read publicly; but it will indicate her general approach to observe that Miss Benedict wants UNESCO to determine how much privacy family members maintain when using bathroom facilities; to find out whether children are permitted to observe, or are excluded from, activities of intimacy between parents; to learn how parents behave toward children who are prone to belching, hiccupping, and bed-wetting.

Such information was to be obtained through interviews with children.

Miss Benedict's UNESCO 'study' caused such an outcry of protest in America that UNESCO withdrew booklet VI from distribution; but Miss Benedict's ideas and hopes may be at least partially realized through an agency of the United States Government—the Census Bureau. The 'extra questions' being asked in every fourth American home during the 1960 Census delve into some of the intimate matters that concerned Ruth Benedict and UNESCO.

It was recently reported that America's census information will be made available to the United Nations, which is "co-ordinating" a World Census Program this year.

* * * * *

OFFICIAL INVESTIGATIONS

A federal grand jury, empaneled in April, 1952, to investigate subversion and espionage in the Southern District of New York, reported, in essence:

The startling evidence discloses the infiltration into the United Nations of an overwhelmingly large group of disloyal American citizens. Scores of individuals, mostly with long records of federal employment, have been connected with subversive movements.

All this appears to have resulted from the contrivance of highly placed officials who have surrounded themselves in each government agency. Almost without exception, these subversives, formerly United States employees, had been transferred from one federal department to another, ending up in key posts of the UN. The evidence shows this is not coincidental, but part of a definite planned pattern.

In October, 1952, the Senate Internal Security subcommittee began open hearings into subversive activities among American employees in the UN. The subcommittee subpoenaed 33 Americans employed by UN agencies. Twenty-six of these, when asked about communist-espionage activities, invoked the Fifth Amendment and refused to answer questions.

Trygve Lie (then Secretary General of the United Nations) fired 21 of the 26 American UN employees who had refused to answer Senate

subcommittee questions about subversive activities.

The discharged employees appealed to a United Nations Administrative Tribunal, consisting of three Europeans and one Egyptian (no Americans).

On September 1, 1953, the UN Tribunal, ruling that it was illegal for the UN to fire people merely because they refused to answer the questions of a United States Senate Committee, ordered that four of the fired UN employees be reinstated with full back pay. It ordered that seven others (who didn't want their jobs back) be paid compensation or damages aggregating some \$135,000.

The United States, expressing dissatisfaction, laid the problem before the United Nations General Assembly.

In 1954, the UN General assembly disposed of the case by upholding the UN tribunal — voting to award the fired employees even more money (almost \$200,000) than the tribunal had awarded them.

Most of the money which the United Nations voted to give these subversives came out of the

WHO IS DAN SMOOT?

Dan Smoot was born in Missouri. Reared in Texas, he attended SMU in Dallas, taking BA and MA degrees from that university in 1938 and 1940.

In 1941, he joined the faculty at Harvard as a Teaching Fellow in English, doing graduate work for the degree of Doctor of Philosophy in the field of American Civilization.

In 1942, he took leave of absence from Harvard in order to join the FBI. At the close of the war, he stayed in the FBI, rather than return to Harvard.

He served as an FBI Agent in all parts of the nation, handling all kinds of assignments. But for three and a half years, he worked exclusively on communist investigations in the industrial midwest. For two years following that, he was on FBI headquarters staff in Washington, as an Administrative Assistant to J. Edgar Hoover.

After nine and a half years in the FBI, Smoot resigned to help start the Facts Forum movement in Dallas. As the radio and television commentator for Facts Forum, Smoot, for almost four years spoke to a national audience giving both sides of great controversial issues.

In July, 1955, he resigned and started his own independent program, in order to give only one side — the side that uses fundamental American principles as a yardstick for measuring all important issues.

If you believe that Dan Smoot is providing effective tools for those who want to think and talk and write on the side of freedom, you can help immensely by subscribing, and encouraging others to subscribe, to *The Dan Smoot Report*.

paychecks of America's wage earners.

The United States Senate Committee on the Judiciary, in its *Internal Security Report for 1956*, said:

"What appears. . . to be by far the worst danger spot, from the standpoint of disloyalty and subversive activity among Americans employed by international organizations, is UNESCO. Among less than 90 Americans employed by UNESCO, the International Organizations Employees Loyalty Board found 14 cases of doubtful loyalty. . . .

"Mr. Pierce Gerety, former Chairman of the International Organizations Employees Loyalty Board . . . expressed the opinion that there existed in UNESCO a clique of people who placed the interests of the Communists and Communist ideology above any service to UNESCO, and above their own country. The present Chairman of the Board, Mr. Henry S. Waldman, told us . . . that, 'It was apparent to us that there was some concerted action somewhere which was inimical to the best interests of this country.' . . .

"Seven employees of UNESCO who were dismissed after refusing to testify before the International Organizations Employees Loyalty Board appealed their dismissals and eventually won

decisions awarding them large indemnities on the ground that the dismissals were improper."

NOW IS A GOOD TIME

Current UNESCO publications, and pronouncements by UNESCO leaders, do not speak in such blunt terms about the evils of nationalism and the beauties of world government and the necessity of revamping our schools as were used in the old 1949 *Towards World Understanding* booklets. UNESCO spokesmen even try to disclaim the booklets as representing the views of UNESCO, and they violently deny that the agency ever interfered with American schools or recommended world government.

But the UNESCO line has not really changed a particle.

This political year would be an excellent time for voters to demand repeal of Public Law 565, 79th Congress, (approved July 30, 1946), which authorized U.S. participation in UNESCO.

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A Bound Volume of all fifty-two issues of the *DAN SMOOT REPORT* published in 1959 is available. Price: \$10.00. Bound Volumes of previous years (1958, 1957, 1956 and 1955) are no longer available.

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